

Schedule for Early Number Assessment (SENA 2)

Student's name: _____

Class: _____ Date of initial assessment

D.O.B: _____ Date of second assessment

Addition and subtraction

- (1) *I had 8 cards and was given another 7. How many do I have now?*
- (2) *I have 17 grapes. I ate some and now have 11 left. How many did I eat?*

Numerals identification

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|-----|----------------------------------|-----|----------------------------------|------|-----------------------------------|------|-----------------------------------|------|-----------------------------------|
| (3) | <input type="text" value="90"/> | (4) | <input type="text" value="59"/> | (5) | <input type="text" value="101"/> | (6) | <input type="text" value="400"/> | (7) | <input type="text" value="263"/> |
| (8) | <input type="text" value="607"/> | (9) | <input type="text" value="310"/> | (10) | <input type="text" value="1000"/> | (11) | <input type="text" value="4237"/> | (12) | <input type="text" value="3060"/> |

Counting by 10s and 100s

- (13) *Start from 110 and count backwards by 10s. (110, 100, 90 ... 50)*
- (14) *Start from 7 and count on by 10s. (7, 17, 27 ... 97)*
- (15) *Start from 924 and count down by 100 each time. (924, 824, 724 ... 524)*
- (16) *Start from 367 and count on by 10s. (367, 377, 387 ... 417)*

Combining and partitioning

- (17) *Can you tell me two numbers that add up to 10?*
Tell me two other numbers that add up to 10.
Can you tell me another two that add up to 10?
- (18) *Can you tell me two different numbers that add up to 19?*
Can you tell me another two?

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Place value

(19) Uncovering task

Cover the card with two cardboard sheets. Uncover each section as described in the interview guidelines

- Uncover the first 4 dots.

How many dots are there?

- Slide the covers to the right so that the first 4 dots and the next 10 dots are visible.

Each time you see one of these long strips, you know it has 10 dots.

How many dots are there altogether?

- Slide the cover across so that the next 20 dots are also visible.

How many dots are there altogether?

- Slide one cover to the left to cover these 34 dots. Slide the second cover to the right to reveal the next 14 dots.

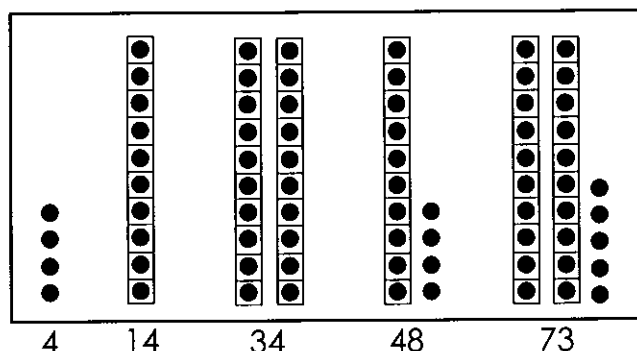
How many dots are there altogether now?

- Slide the second cover to the left to reveal the last 25 dots.

How many dots are there altogether now?

- Cover all dots.

How many more dots would I need to make 100?



(20) Display this card:

$$43 + 21$$

What is the answer to this?

(21) Display this card:

$$37 + 19$$

What is the answer to this?

(22) Display this card:

$$50 - 27$$

What is 50 minus 27?

Can you tell me how you worked it out?

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Multiplication and division

- (23) Present a pile of counters, more than 12, to the student. Randomly spaced, not in a line. Do not count them out.

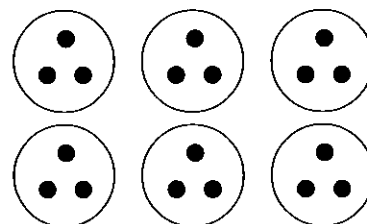
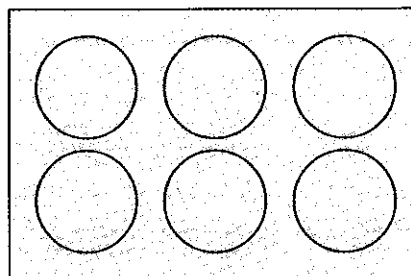
Using these counters, make three groups with four in each group.

How many counters are there altogether?

- (24) Without the student seeing, put out six cardboard circles, each with 3 dots face down and cover them.

I have 6 circles each with 3 dots under this cover. How many dots altogether?

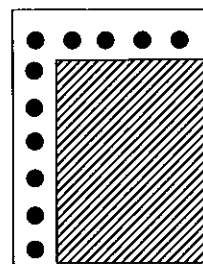
Remove the cover if the student is unsuccessful. If necessary, turn the circles over to reveal the dots.



- (25) *There are twelve biscuits and the children are given two biscuits each. How many children are there?*

- (26) *The dots on this card are in rows and columns. Briefly show the complete array, then cover.*

Some of the dots have been covered. How many dots are there altogether?



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(27) (a) *What is the answer to this?*

If the student is correct ask part (b):

$$8 \times 4$$

(b) *If you know the answer to that question is 32, what would 32 divided by 4 equal?*

$$32 \div 4$$

(c) *If you know the answer to this (point to card displaying 8×4) what is the answer to this?*

$$9 \times 4$$

(28) *I made 27 cakes. 6 cakes fit in a box. How many boxes will I need?*

How did you work that out?

Additional prompt questions may be needed.

Area multiplication

(29) Show the cardboard unit square and the "7 x 3" rectangle.

How many squares like this would you need to cover the rectangle completely?

Provide the student with a copy of the grid and ask: *Can you draw what the squares would look like?*

